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ABSTRACT

Historically, preservice teacher education programs have not provided their students, in a systematic manner, with knowledge, methods, or practice to produce effective classroom management. A systematic approach to classroom management is recommended that would deal with advance planning and preparation before the school year, and the establishment of procedures and routines that would be maintained throughout the year. Emphasis would be on well chosen and prepared academic activities which would focus students' attention and engagement. A detailed outline is given in this paper of a preservice teacher education course, offered prior to student teaching, and specifically designed to provide students with a comprehensive, skill-oriented approach to discipline. The following classroom management topics are covered in the course: (1) a continuum of approaches to classroom management and discipline; (2) understanding students' personal and academic needs; (3) clarifying teachers' beliefs, values, and goals; (4) management of instruction; (5) managing records; and (6) planning for the first days of school. (JD)

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Classroom Management Guidelines for Teacher Education

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Classroom Management Guidelines for Teacher Education

Effective classroom management consists of teacher behaviors that produce high levels of student involvement in classroom activities, minimal amounts of student behaviors that interfere with the teacher's or other students' work, and efficient use of instructional time (Emmer and Evertson, 1981).

Dealing with discipline problems has led to teacher frustration. A 1979 National Education Association Teacher Opinion Poll found that 74 percent of the teachers surveyed stated that discipline problems impaired their teaching effectiveness, and 17 percent said their effectiveness was seriously reduced by discipline problems. Unfortunately, teachers have been provided few tools for coping with an increasingly heterogeneous student population that displays a variety of disruptive behaviors. Jones (1982) asserted that teachers have suffered behind closed doors which academicians and teacher educators have failed to integrate research and theory into a well-conceptualized, practical approach to classroom management.

Brophy and Putnam (1978) reported that historically, teacher education programs have not provided, in a systematic manner, knowledge, methods, and practice to produce effective classroom management. In fact, Brophy and Putnam (1978, pp. 95-97) suggested that most teacher educators have chosen to incorporate one of the following four positions into their training programs:

1. No specific classroom management course work;
2. Exposure to many bits and pieces;
3. Exposure to one technique only; or
4. Exposure to a philosophical framework

Brophy and Putnam (1978, pp. 95-97) identified reasons why these four positions occur. They also suggested that comprehensive study of classroom management should be systematically integrated into content-method-practice courses in preservice teacher education programs.

Jones (1982, pp. 53-54) also discussed the patchwork approach for covering classroom management topics in teacher training. The vast majority of these training programs stressed rather simplistic, sometimes gimmicky cure-alls. Even programs based on solid research and theory have focused on a limited number of factors that influence student behavior. Jones (1982) discussed several major shortcomings in this patchwork approach. First, since the various programs fail to provide teachers with the range of skills necessary to alter the learning environment, they are seldom consistently effective. A second danger that Jones identified was that simplistic approaches to discipline focus primarily on methods for controlling children, thus ignoring other relevant areas such as teacher behaviors and school organizational matters that may contribute to unproductive student behavior. Furthermore, since many programs focus on instructional or communication methods as the key to management, a third danger was that the programs often fail to provide teachers with methods for coping with students who do not respond to less control-oriented methods.

Comprehensive coverage of classroom management topics has been recommended by many researchers and authors. Brophy (1982) indicated that the key to effective classroom management is prevention -- effective classroom managers are distinguished by their success in preventing problems from arising in the first place; rather than by special skills for dealing with problems once they occur. Brophy recommended a systematic approach to classroom management that

would deal with (1) advance planning and preparation before the school year begins, (2) systematic communication of expectations and establishment of procedures and routines at the beginning of the school year, (3) the maintenance of these procedures throughout the year, and (4) well-chosen and well-prepared academic activities that focus students' attention during group lessons and engage their concentrated efforts during independent work times.

The teacher skills that appear most crucial to success in managing the classroom seem to be those involved in planning, organizing, and maintaining a learning environment that maximizes student engagement in productive activities and thus minimizes the need to deal with problems in the first place (Kounin, 1970). Good and Brophy (1977, 1978) also stressed this issue of addressing classroom management comprehensively.

Fortunately, a number of research studies conducted in the last 15 years on classroom management and organizational skills provide a basis for content in teacher education courses. Reviews of studies highlighting the importance of time use in the classroom, classroom management and organizational skills, and beginning school aspects of management have been compiled by Duke (1979, 1982), Denham and Lieberman (1980), Emmer and Evertson (1981), Good (1979), and Goss and Ingersoll (1981).

Course Content

Jones (1982) and Brophy and Putnam (1978) have made specific recommendations for classroom management content in training programs. A number of research studies in classroom management also provide content for training programs. Two studies conducted at the Research and Development Center for Teacher

Education at the University of Texas at Austin have resulted in especially useful information (Evertson, Emmer, Clements, Sanford, Worsham, and Williams, 1981; and Emmer, Evertson, Sanford, Clements, and Worsham, 1982).

After reviewing the content and recommendations identified above, I recommend that preservice teacher education courses include the following classroom management topics:

1. A Continuum of Approaches to Classroom Management and Discipline
2. Understanding Students' Personal and Academic Needs
3. Clarifying Teachers' Beliefs, Values, and Goals
4. Management of Instruction
5. Managing Records
6. Planning for the First Days of School

A more detailed listing of the content is included in Appendix A.

Delivery Suggestions

Jones (1982, p. 65) recommended that preservice teacher training programs require courses specifically designed to provide students with a comprehensive, skill-oriented approach to discipline. A preservice management course is most effective, according to Jones, when offered prior to student teaching and in association with observation or involvement in a public school classroom. Jones cautioned that it is important for the course to be taken when students are not responsible for classroom discipline. This enables the students to more objectively explore all aspects of discipline rather that focus on methods for controlling behavior.

Jones further suggested that during student teaching, students should attend

seminars that provide a forum for them to share their concerns and formalize their philosophy of classroom management in light of their more intensive classroom experience.

Brophy and Putnam (1978, pp. 92-120) identified four aspects of preservice teacher education programs which would deal with classroom management issues:

1. The selection and organization of a body of knowledge about humans, environments, and curriculum, the specific content to be selected on the basis of its relevance to effective classroom management.

2. The provision of opportunities to practice knowledge and related skills in controlled environments.

3. The provision of opportunities for reflecting on practice experiences as they relate to principles, and adjusting management behavior accordingly.

4. The provision of an opportunity to be responsible for classroom instruction and management in a situation structured for a period of time sufficient for habituation of effective management techniques based on principles. (P. 93) (emphasis added)

Brophy and Putnam described ways that clinical and field experiences could be used to accomodate the four recommendations listed above.

Appendix A

CONTENT OUTLINE FOR CLASSROOM MANAGEMENT

I. A Continuum of Approaches to Classroom Management

A. Overview of a continuum for dealing with classroom management, including the following perspectives:

1. Instruction/Organization
2. Interactive/interpersonal
3. Problem solving
4. Behavioristic
5. Behaviorism, punishment

B. Overview of a continuum for dealing with classroom discipline

1. Non-interventionists
   a) Supportive Model--Thomas Gordon
   b) Communication Model--Eric Berne, Thomas Harris
   c) Valuing Model--Sidney Simon, Leland Howe, Howard Kirschenbaum, Louis Raths
2. Interactionalists
   a) Social Model--Rudolf Dreikurs
   b) Reality Model--William Glasser
3. Interventionists
   a) Behavior Modification Model--Lee Canter, Saul Axelrod, Lloyd Homme, Daniel O'Leary

II. Understanding Students' Personal and Academic Goals

A. Personal Needs -- Theories on students' psychological development and the effects on classroom management.

1. Maslow's hierarchy of needs
2. Coopersmith's antecedents of self-esteem
3. Erickson's stages of development
4. Dreikurs four mistaken goals
5. Knopka's concepts regarding adolescent problems
6. Bronfenbenner's material on the family
7. Kohlberg's theory
   a) Young children (elementary grades) define morality by the consequences of actions.
   b) Older children seek approval of peers and adults and recognize authority.
   c) High school adolescents recognize democratic rule and self-accepted principles.
8. Piaget's theory
   a) Mutual acceptance of rules and rigid adherence to rules by young children.
   b) Junior and senior high school age children come to understand the need for rules, the nature of rules and that rules can be altered by mutual consent.

c) Children progress from an early view of culpability that links blame with the magnitude of the act to a later stage where intentionality is considered.

B. Academic Needs

1. Cognitive development and learning theory
2. Identifying students' academic needs
   a) To understand the teacher's goals
   b) To be actively involved in the learning process
   c) To relate subject matter to their own lives
   d) To follow their own interests
   e) To experience success
   f) To receive realistic and immediate feedback
   g) To experience an appropriate amount of structure
   h) To have time to integrate learning
   i) To have positive contact with peers
   j) To have instruction matched to their level of cognitive development and learning style

III. Clarifying Teachers' Beliefs, Values, and Goals

A. Identify teachers' beliefs, values, and goals

B. Decide on characteristics of a management system consistent with these beliefs, values, and goals

IV. Management of Instruction

A. Creating -- This includes techniques teachers use to get the classroom functioning well. When the classroom is functioning well, there is no visible indication of disorder or potential disorder.

1. Organizing the Classroom and Materials
   a) Wall Space
      1) Bulletin Boards
      2) Chalkboards
      3) Display areas for students' work
      4) Display areas for maps and charts
      5) Areas for other instructional materials such as work instructions, rules and procedures, daily schedule, assigned duties, calendar, and decorations
      6) Ambience
   b) Floor Space
      1) Arrangement of student desks
      2) Group activity or work areas
      3) Centers
      4) The teacher's desk, bookcase, file cabinent, media, and other equipment

5) Bookcases and shelf space
6) Traffic patterns

c) Storage Space and Supplies (using cupboards, closet space, and cabinent-top space)
1) Everyday paper and supplies
2) Everday books and instructional materials
3) Long-term, seldom-used, or special occasion items
4) Equipment
5) Student materials
6) The teacher's own materials and supplies

2. Identifying Classroom Rules and Consequences
a) Rules
1) Difference between rules and procedures
2) Identifying school rules and procedures
3) Deciding on general rules to govern behavior; in addition to the system of procedures
4) Classroom norms
b) Consequences
1) Rationale
2) Types of consequences: natural, logical, and arbitrary consequences
3) Positive consequences and incentives
4) Penalties

3. Developing a Workable Set of Classroom Procedures and Routines
a) Procedures for student use of classroom space and facilities
1) Student desks and student storage space
2) Learning centers/stations
3) Shared materials, bookshelves, drawers, anc cabinents
4) Teacher's desk and storage areas
5) Drinking fountain, sink, pencil sharpener, and bathrooms (if in the classroom)
b) Procedures concerning other areas of the school
1) Out-of-class bathrooms, drinking fountains, office, library, resource rooms, health room, etc.
2) Students lining up to leave the room
3) Playground
4) Lunchroom
c) Procedures during whole class activities and seat work
1) Student participation in class discussions
2) Cues or signals for getting students' attention
3) Talk among students
4) Making assignments
5) Passing out books and supplies
6) Students turning in work
7) Handing back assignments to students

8) Makeup work
9) Out-of-seat policies
10) What to do when seatwork is finished

d) Procedures during reading groups or other small groups
1) Students' movement into and out of the group
2) Bringing materials to the group
3) Expected behavior of students in small groups
4) Expected behavior of students not in small groups

e) Procedures during individual classes
1) Beginning classes
2) Instructional activities
3) Ending the class

f) Other procedures
1) Beginning the school day; opening activities
2) End of the school day
3) Students' conduct during interruptions or delays
4) Fire drills, civil defense drills, and natural disaster precautions
5) Student helpers and housekeeping

4. Instructional Clarity
a) Rationale
b) Illustrations of clarity
c) Communicating clearly

5. Using Effective Teaching Methods
a) Planning interesting lessons
1) Incorporating students' interests
2) Teaching more than facts
3) Involving students in the learning process
4) Responding to students' learning styles
5) Presenting content that is challenging to students

b) Sequencing classroom activities
c) Instructional strategies
d) Motivating students
e) Adjusting instruction for special groups (groups in the classroom of different sizes or ability levels)
f) Strategies for implementing disruption-free lessons
1) Creatively beginning a lesson
2) Giving clear directions
3) Maintaining attention
4) Effective pacing
5) Using effective seatwork
6) Summarizing
7) Making smooth transitions
8) Providing useful feedback and evaluation
9) Handling minor disruptions
10) Describing desired behavior and why
11) Describing the purpose and rationale for lessons
12) Group alerting

6. Developing Classroom Relationships
    a) Establish positive teacher-student relationships
    b) Develop positive peer relationships
    c) Help improve students' self-concepts

7. Maintaining Student Accountability for Work
    a) Make work assignments clear and specific
    b) Communicate assignments and instructions
    c) Monitor student work in progress
    d) Develop routines for checking and turning in work
    e) Provide regular academic feedback to students

8. Managing Groups

B. Maintaining -- This includes techniques which are also used when the classroom is functioning well, but visible signs are present in the situation which suggest that trouble will soon occur unless the teacher acts. The maintaining techniques, therefore, are meant to extinguish the signs of potential disorder before disruption occurs.

1. Monitoring Student Behavior
    a) Withitness
    b) Overlapping

2. Consistent Use of Consequences

3. Typical teacher maintaining activities
    a) Redirects with task involvement
    b) Purposefully ignores minor inattention
    c) Reduces frustration through task assistance
    d) Uses non-verbal signal interference
    e) Shifts instructional techniques, materials, etc. as part of lesson
    f) Provides constructive activity in face of unforseen time problems
    g) Removes distractions
    h) Uses proximity-relationships control
    i) Reinforces/rewards desired behavior
    j) Uses successful attention-getting devices
    k) Group alerting

4. Potential Problems

C. Restoring -- This includes techniques teachers use to stop the disruptive behavior. Once stopped, the teacher needs to re-establish a constructive environment.

1. A detailed examination of the authors and strategies in the classroom discipline continuum.

2. Verbal desist techniques

3. Operant principles (positive reinforcement, extinction, negative reinforcement, punishment)

V. Managing Records

A. Forms and Formats for Good Record Keeping

B. Simplifying Records Management

C. Preparing Records for Parent Conferences

VI. Planning for the First Days of School

A. General Guidelines for Instructions and Activities

B. Presenting Rules and Procedures

C. Suggested Activities for the First Day of School

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